

ADAM L. SAENZ

the power of a teacher

RESTORING HOPE AND WELL-BEING  
TO CHANGE LIVES



# the power of a teacher



# the power of a teacher



# the power of a teacher





# the power of a teacher



Job?  
Career?  
*CALLING!*

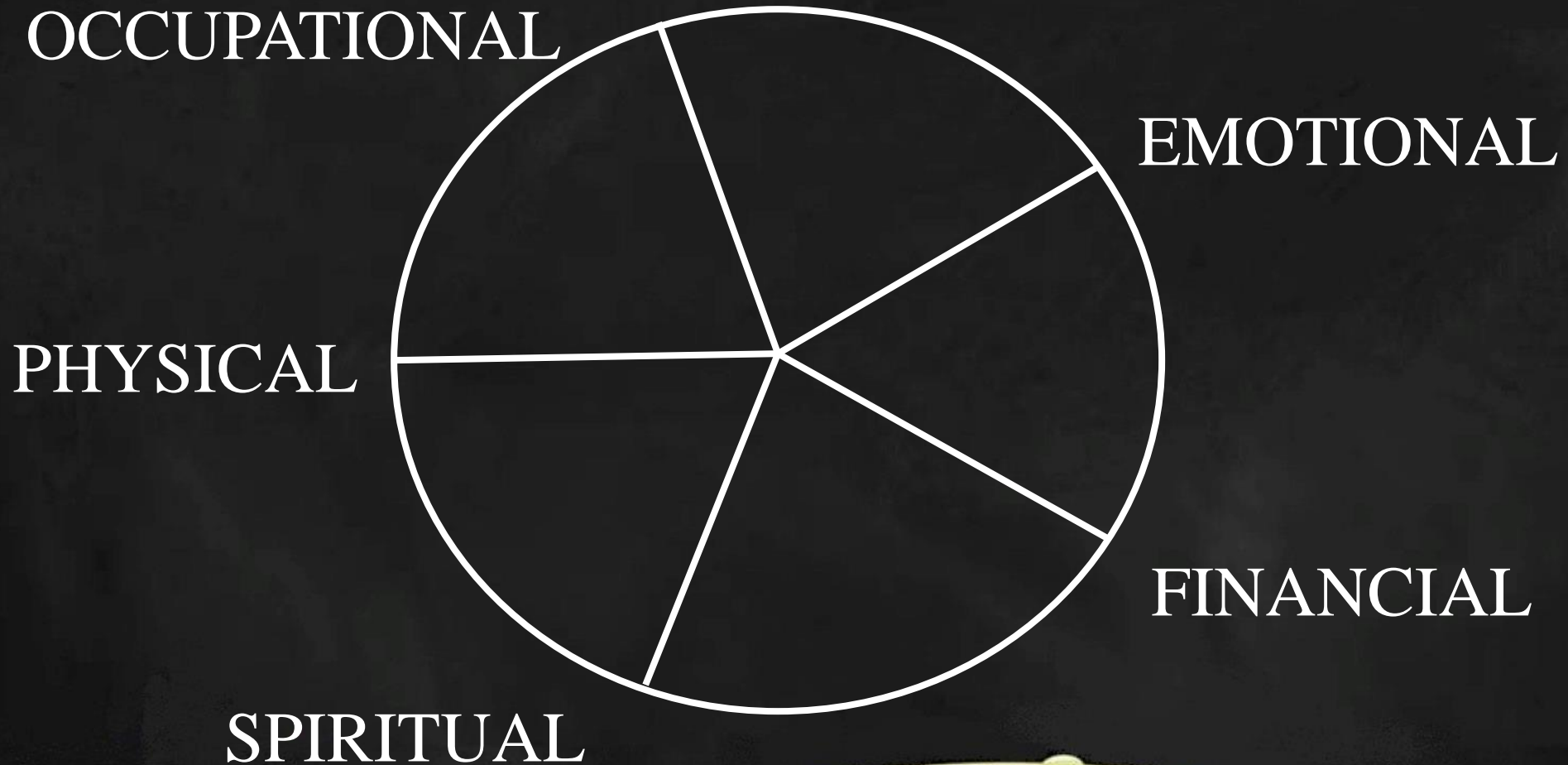


# the power of a teacher

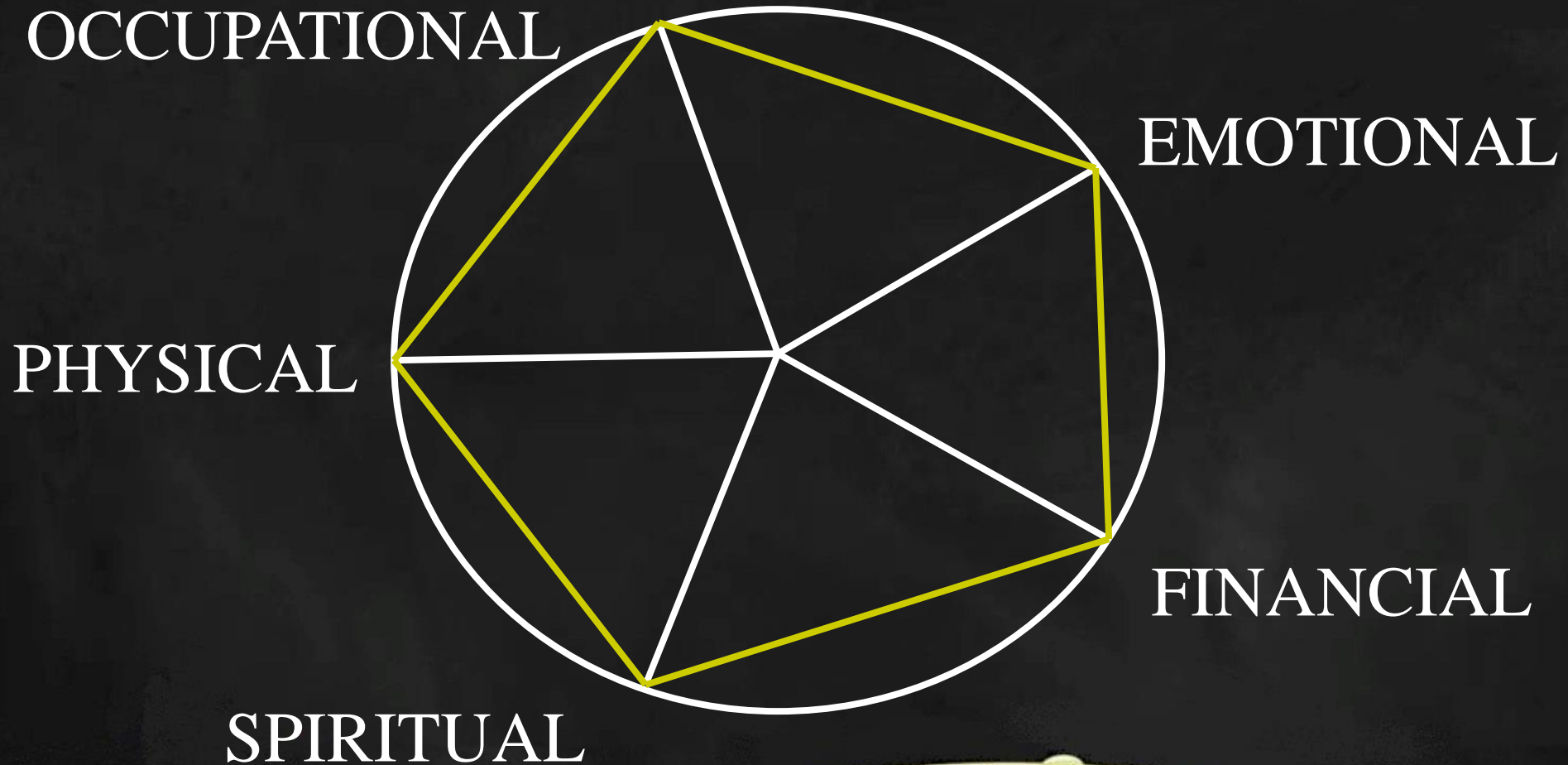


SATISFACTION  $\longleftrightarrow$  CALLING

# the power of a teacher

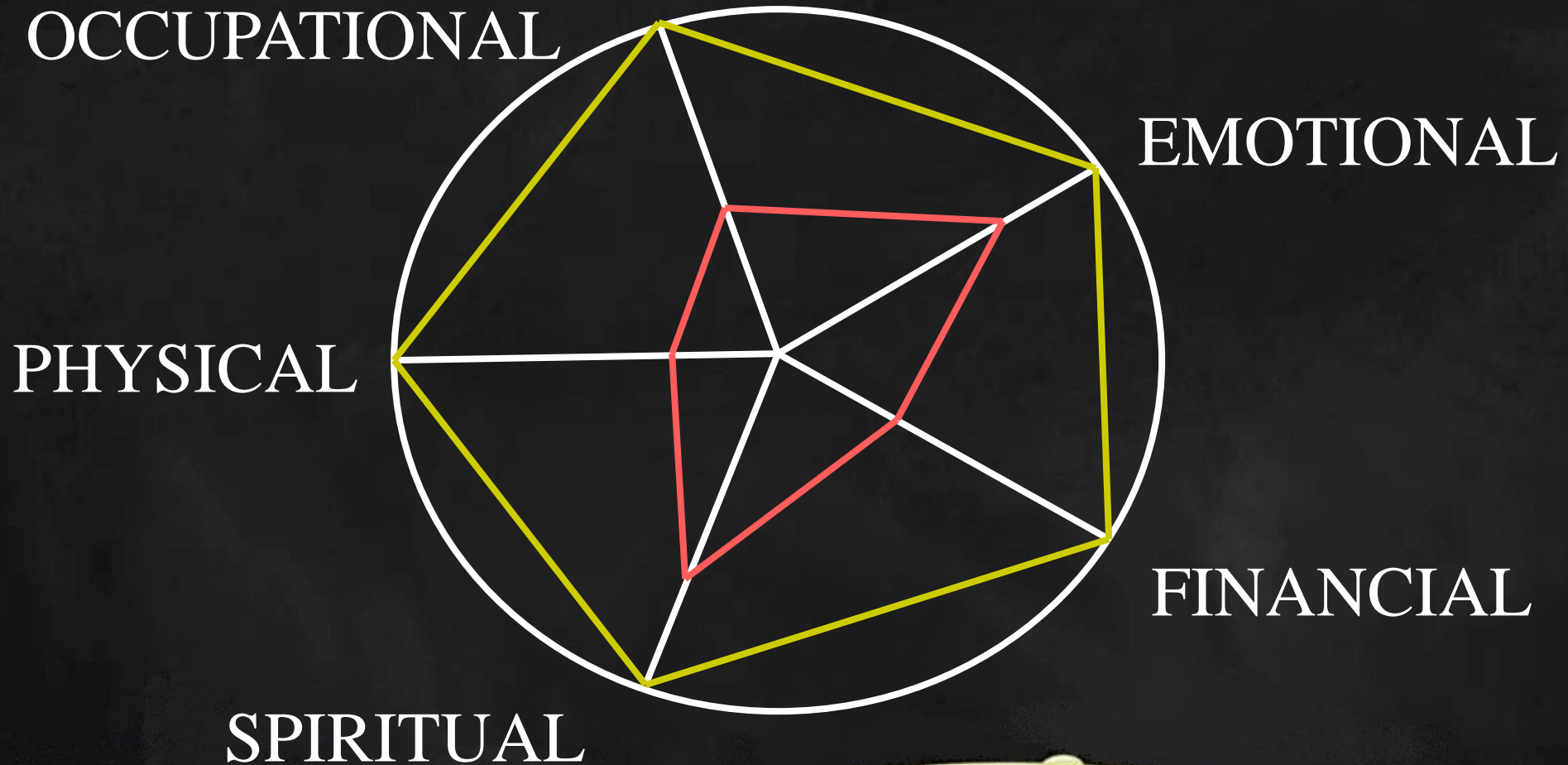


# the power of a teacher





# the power of a teacher



# the power of a teacher

[www.AdamSaenz.com/EASEL](http://www.AdamSaenz.com/EASEL)



# the power of a teacher



# the power of a teacher





# the power of a teacher

Do you care about me?

Can I make my own rules?



# the power of a teacher

## DEMOGRAPHICS...



# the power of a teacher



# the power of a teacher





# the power of a teacher

“You are extremely talented and intelligent, but most importantly, you have a good heart... I know you will use your talents to help your fellow man, and that is the most satisfying life that a person can have.” -Jo Ella Exley

# the power of a teacher

“Don’ t quit writing, especially in your journal. Someday, it may be the basis for your book...you have insight, sensitivity, intelligence and maturity beyond your tender years...Keep on being you. You are a special person.” —Polly McRoberts



# the power of a teacher



# the power of a teacher





# the power of a teacher



# the power of a teacher



Jo Ella Exley Elementary, Katy ISD



# the power of a teacher



Polly McRoberts Elementary, Katy ISD



# the power of a teacher





# the power of a teacher



# the power of a teacher

## Confidential Psychological Evaluation

Behavior Report # 1

### DISCIPLINE REFERRAL REPORT

Student ID# 35172

Incident Date 4-14-10

Reported by Staff Member (at)

Circle One:

Major Misbehavior/Infraction of School Rule

Give specific facts of the infraction:

Teacher was called out  
throwing paper  
girls and trash

### Teacher Interventions Taken:

Warned student - d  
Conferenced with st  
Contacted parents t

Parent Conference I  
Teacher Detention  
Individual Social Sk

Teacher's Signature

### Office Use:

Incident (in a few words)

Reported to

Police Notified (circle one): Y N

Guardian Notified (circle one): Y

### Action(s) Taken by Administrator

Action Suspension

Action Start Date 4-14-

Comments

Student's Signature

Administrator's Signature

White

Student  
Date  
Enric

Brief

to

to

to

to

to

to

to

to

to

to

to

to

to

to

to

to

to

to

to

to

to

to

to

to

to

to

to

to

to

to

to

to

to

### Demographic Information

Name: Chaves, Mya

Date of Birth: 08/17/2002

Date of Evaluation: 11/29/2011

Report Date: 03/06/2012

Age: 9 years, 10 months

Sex: F

### Reason for Referral and Background Information

Mya was referred for evaluation to determine whether her clinical presentation meets diagnostic criteria for a mood, anxiety or attention disorder. Test results will be used to guide pharmacologic and psychological treatment goals, if needed.

Based on the data rendered via the current evaluation, the following DSM-IV diagnostic impression is indicated:

Axis I: 314.00 ADHD, Combined Type  
309.9 Mood Disorder, NOS  
V61.89 Victim of Abuse  
293.17 Oppositional Defiant Disorder  
Rule Out Bipolar Disorder  
Axis II: V71.09 No Diagnosis  
Axis III: No contributing medical conditions noted  
Axis IV: Stressors include  
Axis V: Global Assessment of Functioning: 85

### Behavioral Observations

Client is a 9-year-old male of average weight for his height who presented to the test session on time, appropriately dressed and groomed. He had no difficulty separating from his mother to accompany the examiner into the test session. No irregularities were noted in Client's fine motor skills as evidenced by his ability to manipulate a writing utensil. No irregularities were noted in his gross motor skills as evidenced by his gate and general movement in space. There was no indication of psychomotor agitation or distractibility, and Client showed no difficulty shifting between tasks.

Testing was conducted using standard procedures. Conditions for this testing session were considered to be adequate. Distractions were minimal and insignificant at this time. In general, Client appeared cooperative during testing and did appear to exert an effort to respond appropriately. Overall, the examiner felt that the results of this test were a valid estimate of Client's current psychological functioning. Client did not wear glasses or hearing aids during testing.

or Report

computer)

DES

or

The

him

# the power of a teacher





# the power of a teacher





# the power of a teacher



# the power of a teacher





# the power of a teacher



# the power of a teacher





# the power of a teacher





# the power of a teacher

